

# Las Vegas My Brother's Keeper



A Collective Impact approach to changing community conditions and empowering youth of color, with an emphasis on African-American boys.

# Thank You

The City of Las Vegas and Nevada Partners, Inc. would like to thank the following community stakeholders and community partners for their diligent work in the development, implementation, and support of the Las Vegas My Brother's Keeper Plan.

Big Brothers Big Sisters  
Clark County Black Caucus  
Clark County Commissioners  
Clark County Department of Juvenile Justice Services  
Clark County School District  
Clark County School District Police Department  
Clark County Education Association  
Clark County Social Services  
College of Southern Nevada  
Las Vegas-Clark County Library District  
Las Vegas Metropolitan Police Department  
Southern Nevada Regional Housing Authority  
Public Education Foundation  
University of Nevada Las Vegas  
US Department of Housing and Urban Development  
Workforce Connections

And a host of business, education, faith-based and non-profit partners.



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# Introduction

## The origins of My Brother's Keeper.

### The Beginning.

Through the years, Las Vegas has shown a deep care and concern for children and families of color who are living in poverty, and lack access to basic needs such as medical, safe and decent housing, employment, food and education. Local resources have been leverage with limited federal funding to provide critical support services to our communities most vulnerable families. In 2013, a series of community efforts would prepare us for one of the greatest collaborations the Las Vegas community has ever experienced.

In 2013, Mayor Carolyn G. Goodman joined Mayors across the country and signed on as a Partner City with Cities United a national partnership to eliminate violence-related deaths of African American males. Cities United, affiliated with the National League of Cities, is based on the very simple but fundamental premise that African American men and boys matter and are assets to our nation. Having lived in Las Vegas for more than 50 years, Mayor Goodman has proven her deep commitment to the Las Vegas community and in particular improving the lives and academic success of children in our inner-city.

In 2013, Nevada Partners, Inc. a nonprofit with a 22-year history, was selected to lead and convene key stakeholders in the development of the Las Vegas Promise Neighborhood community plan and apply for a Promise Neighborhoods grant should funds be available. The first task of the initiative was the establishment of a national taskforce charged with identifying programs and policies that aid youth success. The taskforce convened over a 90 day period, where they identified several cross-cutting recommendations, including the importance of outcome-focused approaches, national indicators and data collection, comprehensive cradle-to-career strategies, and mentors.

In the summer of that same year, Superintendent Pat Skorkowsky was appointed by the Clark County Board of Trustees and they began working on the Pledge of Achievement which was the Clark County School District's Strategic Plan. Although the plan would not be released until April 2014, it would include a commitment to narrow achievement gaps in assessments and gradations rates based on race and ethnicities; along with decreasing disproportionality. The Clark County School District would make a commitment to "Every Student, Every Classroom" and the Superintendent made a community call to action to improve education.

When President Obama signed the My Brother's Keeper executive order in February 2014, Las Vegas was poised to take a collaborative approach to addressing the persistent opportunity gaps faced by boys and young men of color and to ensure that all young people could reach their full potential. In spring 2014, the Las Vegas Promise Neighborhood Collaborative adopted the My Brother's Keeper initiative, which included support from former Democratic Rep. Steven Horsford, Clark County Commissioner Lawrence Weekly and Superintendent Pat Skorkowsky.

In June 2014, Mayor Goodman joined fellow Mayors at the U.S. Conference of Mayors to pass a resolution in support of the My Brother's Keeper Initiative.

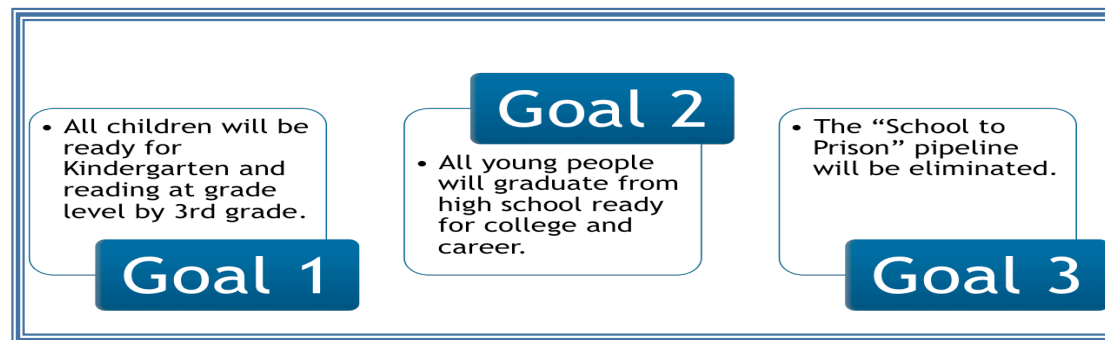
# Introduction

The origins of My Brother's Keeper.

## The launch.

On September 27, 2014, President Obama invited cities and communities around the country to join the “MBK Community Challenge.” The Challenge called upon Mayors, Tribal leaders, town and county executives, encouraging them to take the following steps: within 45 days of accepting the Challenge, local communities convene a Local Action Summit with key public and private sector stakeholders to assess needs, determine priorities, and decide what combination of the above objectives they would tackle; within six months of accepting the Challenge, communities publicly launch a plan of action for accomplishing their goals, which would include a protocol for tracking data, benchmarks for tracking progress, and a blueprint for how the community would resource its efforts. This challenge encouraged participating cities to build and execute robust plans that would target the respective six primary goals of My Brother's Keeper. Mayor Carolyn G. Goodman was one of the first 100 city leaders to join the community challenge.

The City of Las Vegas and Nevada Partners, Inc. hosted the My Brother's Keeper Challenge Summit, on Monday, Nov.10, 2014. Mayor Goodman issued the call to action as the keynote speaker during the summit. At the Las Vegas summit, community stakeholders and leaders discussed existing local policies, programs, and practices in search of ways to expand on existing efforts and implement new innovations to better serve the needs of our boys and young men of color. Through this work, a common vision and the Las Vegas MBK goals were established. Mayor Goodman's vision and leadership positioned the city of Las Vegas as the backbone entity and Nevada Partners, Inc. as the convener. This was done to ensure a common agenda, staff dedicated to the initiative, aligned activities, shared measurement, and mobilized resources. Together the Las Vegas My Brother's Keeper was stronger than ever.



# Target Area

West Las Vegas' rich history.

The Historic West Las Vegas community is a 3.5 square-mile area centrally located in the city of Las Vegas, Nevada. Since the 1930s, the area has been commonly referred to as the “Westside” and home to a predominately African American population. The community has a rich history, which includes the first integrated casino in Las Vegas, the Moulin Rouge. Legendary celebrities including Frank Sinatra, Sammy Davis Jr., Lena Horne, Nat King Cole and Louis Armstrong frequented the Westside establishments. Much of the land in the area now stands vacant, blighted or underutilized. The residents are passionate about their community, and notwithstanding a genuine desire to see their neighborhood thrive, they are sometimes reluctant to partner with government for community development and neighborhood improvement efforts.

The history of West Las Vegas (WLV) dates back to 1904 when a surveyor named J.T. McWilliams began selling lots in the McWilliams town site. The area later became known as the “Westside” because of its location on the west side of the railroad tracks which severed it geographically from mainstream Las Vegas. Many of the early pioneers that settled the Las Vegas Valley and the McWilliams town site in particular, were African Americans. In the early 1930s, they purchased land, settled the area and began their own businesses that evolved into thriving enterprises.

The African American population in Las Vegas and West Las Vegas increased significantly during World War II when many came to work for the Las Vegas Army Air Gunnery Range (currently known as Nellis Air Force Base), Basic Magnesium, Inc. in Henderson, Nevada and the hotel casino industry, which was experiencing a boom in southern Nevada. During this time, hotels and casinos were built in West Las Vegas to provide entertainment for African Americans, including the former Carver House, the Moulin Rouge, and the long-standing New Town Tavern located on Jackson Avenue in the heart of West Las Vegas.

African American entertainers performing on the Las Vegas Strip faced segregation in hotel and casino accommodations. Westside hotels, boarding houses, restaurants and nightclubs such as the former Harlem Club, Brown Derby and the Ebony Club prospered after hours. This trend continued until the advent of Civil Rights legislation in the 1960s. When integration became an established policy, African Americans began patronizing businesses outside the Westside. As a result, economic stability and growth declined in the area. This downward trend has remained constant in this community over the past several decades.

Despite the decline, the Westside remains a historic, proud and progressive community with landmarks and properties that offer unique characteristics that set it apart from most communities. The City of Las Vegas has remained committed to both historic preservation and redevelopment in the area to return West Las Vegas to an economically thriving community. Current projects include a \$37 million dollar Restoration and Rehabilitation of the 1923 Grammar School No. 1 and 1948 Buildings, which was the first racially integrated education in area (Historic Westside School and Variety Early Learning Center Master Plan, 2011).

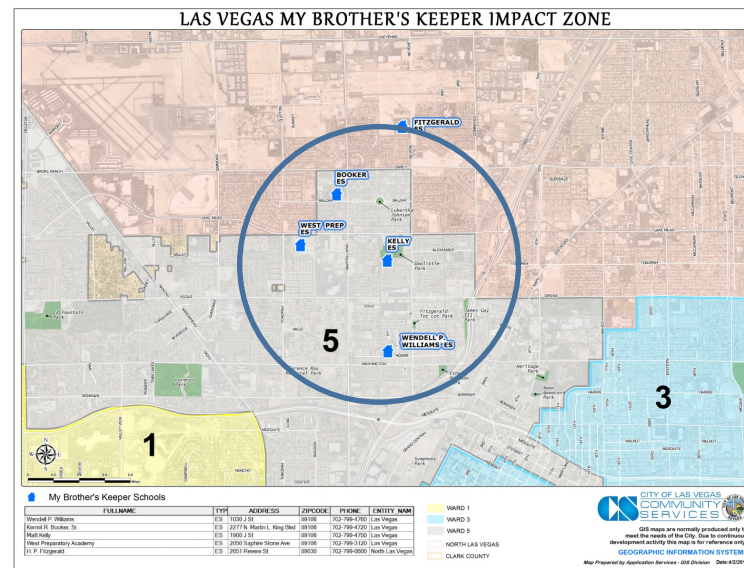


# Target Area

West Las Vegas' rich history.

The Las Vegas My Brother's Keeper impact zone is nestled in the heart of the West Las Vegas community and encompasses a portion of the neighboring City of North Las Vegas.

In addition to the identified community, the Las Vegas My Brother's Keeper also includes seven schools based on a feeder pattern. A feeder pattern refers to elementary schools that feed middle schools that feed high schools. The value of collaborating in a feeder pattern is that the community can track the results of programs through the movement of children through the CCSD system.

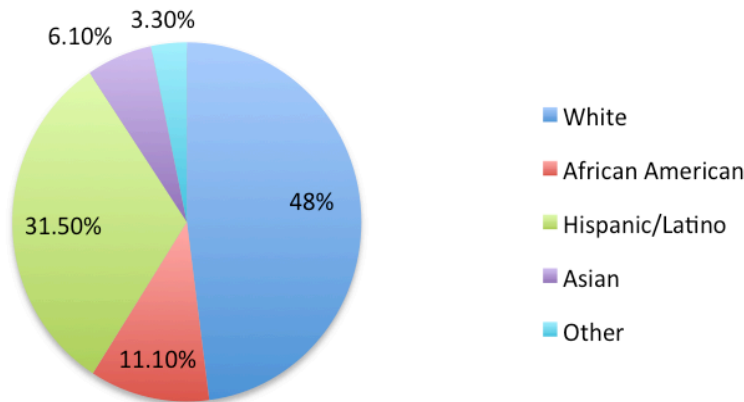


# Las Vegas: Current Trends

Communities ripe for empowerment.

**21.9% of Las Vegas Residents are ages 0 to 21**

**City of Las Vegas**



**The median annual income for families served by My Brother's Keeper is \$27,864**

**Only 57% of African American Students and 68% of Hispanic Students in Las Vegas graduate high school.**

**African American and Hispanic youth comprise 68% of referrals to the Department of Juvenile Justice Services**

**27% of Youth referred to Department of Juvenile Justice Services are ages 10-14**



# Collective Impact

A Strategic approach to supporting our boys and helping them to reach their full potential.

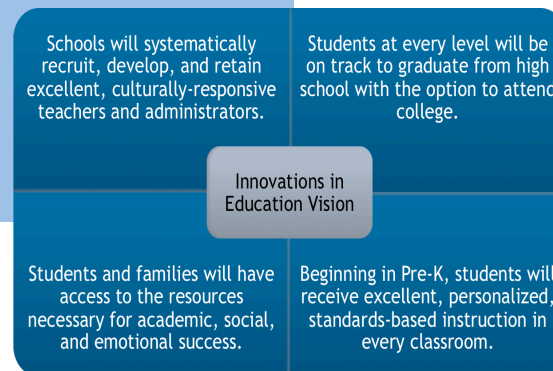
## Collective Impact.

The City of Las Vegas selected Collective Impact as the strategic approach to the systematic leveraging of resources. Collective impact seeks to bring together leaders, organizations, and people in communities to work toward common goals by integrating five core conditions:

1. **Common Agenda:** All participants **share a vision for change** that includes a common understanding of the problem and a joint approach to solving the problem through agreed-upon actions.
2. **Shared Measurement:** All participating organizations **agree on the ways success will be measured and reported**, with a short list of common indicators identified and used for learning and improvement.
3. **Mutually Reinforcing Activities:** A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a **mutually reinforcing plan of action**.
4. **Continuous Communication:** All players engage in **frequent and structured open communication** to build trust, assure mutual objectives, and create common motivation.
5. **Backbone Support:** A **staff dedicated to the initiative** provides ongoing support by guiding the initiative's vision and strategy, supporting aligned activities, establishing shared measurement practices, building public will, advancing policy, and mobilizing resources.

Collective impact fosters the ability to tackle the complex systematic challenges that are contributing to the underperformance of boys and men of color in our community.

Las Vegas My Brother's Keeper



## The Common Agenda: Our Vision.

The common agenda asserts that beginning in pre-k, every student will receive excellent, personalized, standards based instruction in every classroom; students at every level will be on track to graduate from high school with the option to attend college; students and families will have access to the resources necessary for academic, social and emotional success; and that schools must systematically recruit, develop and retain excellent and culturally responsive teachers and administrators.

The common agenda put forth by the Mayor during the summit will be sustained by the executive group of leaders (EGL). The EGL (pronounced "eagle") will consist of elected officials, including the Mayor, board of education trustees, and Clark County Commissioners; CCSO Superintendent, area superintendents, and executives from key sectors. The principals and key administrators from each of the school sites will form the site implementation team (SIT). These administrators will be critical to the execution of the action plan and shared measurement of interventions. City staff will assemble and provide support to both the EGL and the SIT in its role as the backbone entity. Service providers, parents, law enforcement representatives, and faith groups will form the community stakeholder advisory group.

## The Convener.

Nevada Partners, Inc is the convener for the community stakeholder advisory group. Nevada Partners, Inc (NPI) is a community-based nonprofit that seeks to build a healthy, sustainable community.

NPI is shepherding a collection of more than 40 entities that meet continuously to address cross cutting issues affecting youth and their families in high poverty areas of the city. These agencies were meeting prior to the formal establishment of the Las Vegas MBK Initiative to address issues of poverty, education and employment.

This loosely affiliated and deeply committed collaboration provided the perfect context for the MBK movement. All the key stakeholders were already in conversation about community issues. NPI was primed to take on the role of the convening organization in the emerging collective impact model. The existing role of NPI in the community as a convener on issues related to education and poverty ensures that core conditions of mutually reinforcing activities and continuous communication are well integrated into the collective impact strategy.

The Las Vegas MBK Initiative community stakeholder advisory group is chaired by Dr. Robert L. Green. Dr. Green, an expert on education, urban development and issues related to diversity, holds a Ph.D. in Educational Psychology from Michigan State University (MSU) and is a former president of the University of the District of Columbia. From 1965-1967, Dr. Green worked for Dr. Martin Luther King, Jr. as the education director of the Southern Christian Leadership Conference. Dr. Green has been a prominent organizer of school reform initiatives and major education forums. He co-authored “The Expectations Factor in Black Male Achievement: Creating a Foundation for Educational Equity,” a solutions brief presented at the 2012 National Summit on Educational Excellence and Opportunity for African American Males, an event convened by the U.S. Department of Education and the Council of the Great City Schools.

## Data Driven Effectiveness.

The City of Las Vegas is committed to identifying the barriers and challenges impacting the students and families in the MBK communities by using data driven interventions and strategies. We are identifying, implementing, and monitoring the progress of evidenced based interventions by using the data gathered from parent, teacher, and community statements of need. An outside evaluation firm, Targeted Creative Solutions, has been contracted to oversee the needs assessment, progress monitoring and data analysis throughout the MBK initiative. Formative and summative evaluations will be conducted. Targeted Creative Solutions is a Southern Nevada firm with more than 10 years’ experience in education, research, and community building. The associates are committed to collecting and analyzing data in a way that promotes the use of data driven decision-making in the MBK communities.

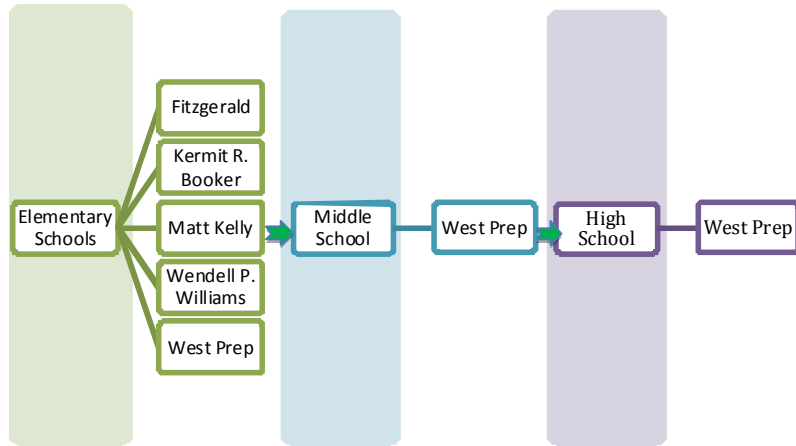
The Site Administration Team (SIT) and the community stakeholder advisory group will implement differentiated activities through the mutually reinforcing plan of action. Primary data will be collected at this level for every indicator connected to the three main goals:

1. Every child will be ready for kindergarten and reading at grade level by grade 3.
2. All young people will graduate from high school on time and ready for college and career,
3. The “school to prison pipeline” will be eliminated.



## The Schools.

Las Vegas in collaboration with Clark County School District (CCSD) has selected seven schools (five elementary schools, one middle school, and one high school) and the surrounding neighborhoods to be the focus for this collective impact community transformation.



These schools were strategically selected both because of their designation as “Prime Six” schools and as they are in feeder alignment, which will promote longitudinal study of the effectiveness of this initiative. “Prime Six” schools in neighborhoods that were historically African American settlements. Their designation as a unique cluster of schools was to foster efforts to provide equal education to that being provided in other schools. As it turns out, the schools have a long-standing pattern of poor academic performance related to a number of historical socio-economic patterns, including multi-generational cycles of poverty.

The Nevada School Performance Framework (NSPF) is Nevada’s new school accountability system that rates school academic performance. The NSPF recognizes that nuances exist in school performance. The NSPF classifies schools within a five-star performance rating system. The NSPF includes

multiple measures of student achievement and growth and aligns the designations for schools to the delivery of appropriate supports and rewards. A 1-Star School is a school that has room for substantial improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Matt Kelly and HP Fitzgerald are rated as 1-Star schools by the NSPF. Wendell P Williams and Kermit Booker are rated as 2-star schools. The K-12 continuum at West Prep has the elementary and middle school performing at a two star level, while paradoxically the high school is rated as a 4-star performer.

The two 1-Star schools in our focus area have been designated as “Turnaround Schools” and will be the focus of district and state level efforts to improve school performance. They are the two lowest performing schools in the state of Nevada. The Nevada Department of Education will provide differentiated support to the turnaround schools to implement and ensure the success of achievement plans developed utilizing the statewide Student Achievement Gap Elimination (SAGE) planning process.

Las Vegas MBK School Profiles						
	Booker	Fitzgerald	Kelly	Williams	West ES	West MS/HS
Median Family Income	\$38,945	\$38,300	\$18,569	\$18,569	\$29,919	\$29,919
Female Household Income	\$28,714	\$44,638	\$12,125	\$12,125	\$18,971	\$18,971
% of Female Head of Household	27.1%	25.4%	43.4%	43.4%	28.2%	28.2%
% of Families Below Poverty	25.1%	19.1%	61.2%	61.2%	43.3%	43.3%
Unemployment Rate	26.8%	15.6%	32.7%	32.7%	24.3%	24.3%
School Transiency Rate	27.5%	41.4%	47.2%	45.9%	10.1%	32.8%
Nevada School Star Rating	2	1	1	2	2	2

# Goal 1

All children will be ready for Kindergarten and reading at grade level by 3rd grade

## Objective 1:

Increased access to quality early childhood education.

### Intervention 1:

Introduce Pre-K programs into the selected schools for 3 and 4 year olds.

### Outcome Measure 1:

All Kindergarten students entering MBK schools will have attended at least one year of high quality preschool upon enrollment by 2020.

## Objective 2:

Pre-enrollment assessment of Kindergarten readiness.

### Intervention 2:

Universal screening for academic and social emotional readiness with norm-referenced instruments prior to enrollment.

### Outcome Measure 2:

All Kindergarten students entering MBK schools will have readiness screening data available for instructional planning by 2020.

## Objective 3:

Close the “word gap.” Support language and literacy rich home environments.

### Intervention 3:

Further develop and utilize parent engagement centers with emphasis on providing language and literacy rich parent training.

### Outcome Measure 3:

All Kindergarten students entering MBK schools in 2020 will demonstrate proficient readiness on pre-Kindergarten literacy screening measures.

# Goal 1

All children will be ready for Kindergarten and reading at grade level by 3rd grade

## Objective 4:

Provide students in MBK schools with additional opportunities to develop academic skills.

### Intervention 4:

Provide evidence based, targeted tutoring and instructional interventions through before and after school programs. Monitor student response to interventions.

### Outcome Measure 4:

All Kindergarten students entering MBK schools will have attended at least one year of high quality preschool upon enrollment by 2020.

## Objective 5:

Eliminate suspensions and expulsions in K-5 settings.

### Intervention 5:

Support school staff in the development and implementation of progressive discipline plans that emphasis positive behavior support.

### Outcome Measure 5:

By 2020, progressive discipline plans with positive behavior support will be implemented in all MBK schools and discipline data will reflect zero suspensions and expulsions.

# Goal 1 Achievements

Prompt movement toward success.

## Accomplishments

The following selected policies, programs, and practices are in place and support **Goal 1: All children will be ready for Kindergarten and reading at grade level by 3rd grade.**

### Policy, Programs and Practices

Each one Read One (October 2014)- District wide literacy program that provides books for at-risk students. This program also provides funding for authors of children's and young adult literature to visit schools and provide encouragement to aspiring readers and writers.

Safe Key Zone (Ongoing) – This afterschool program promotes small-group tutoring, literacy and recreational enrichment, while keeping kids in a safe environment during the hours of 2PM- 6:30 PM when children are most likely to get into trouble.

Southern Nevada Regional Housing Authority Father's Day Event (June 2014)– This event targets the MBK communities and seeks to increase the involvement of fathers in early childhood development and literacy development. Community agencies provide employment resources to support men attending the event.

MBK Media Outreach (April 2015) – Nevada Partners has funded a series of television and radio segments seeking to draw attention to early childhood and literacy resources available through MBK programs.

MBK Capacity Building Workshops (Ongoing) - Workshops for community agencies with goals that align with MBK. These workshops have been targeted and include topic such as program development, grant attainment, and data management to support the success of local nonprofits.

Family Engagement Initiative (May 2015) - By teaming with the Las Vegas Black Parents Organization, this initiative will study and identify key challenges to parental engagement in the MBK community schools. Additionally, increasing utilization of family engagement centers.



# Goal 2

All young people will graduate from high school ready for college and career.

## Objective 1:

Implementation of equitable discipline practices to reduce disproportionate suspensions, expulsions, and referrals to special education.

### Intervention 1:

Implementation of evidence based, culturally responsive, progressive discipline practices in MBK schools with an emphasis on positive behavior support.

### Outcome Measure 1:

By 2020, there will be a 70% reduction in suspensions and expulsions based on school discipline records.

## Objective 2:

Identify students at-risk for dropout (e.g. credit deficiency, chronic absenteeism, grade retention) and provide students and families with tools to navigate high school completion support programs.

### Intervention 2a:

Utilize parent engagement centers to inform students and parents of credit recovery options annually beginning in 9<sup>th</sup> grade.

### Intervention 2b:

Increase opportunities for credit recovery through before, after, and summer school programs.

### Outcome Measure 2:

90% Students will graduate with their age cohort and/or have sufficient credits for projected on-time graduation by 2020.

## Objective 3:

Prepare youth and their families for college entry and technical training programs.

### Intervention 3a:

Expand the presence of local college readiness program in MBK high school.

### Intervention 3b:

Further develop and utilize parent engagement centers in middle and high school with emphasis on providing training and information on college and career entry.

### Outcome Measure 3:

All students will take at least one college or career entrance exam (e.g. ACT, SAT, ASVAB) by the end of their 11<sup>th</sup> grade year.



# Goal 2

All young people will graduate from high school ready for college and career.

## Objective 4:

Prepare youth for entry into the workforce.

### Intervention 4:

Expand the presence of Workforce Connections in high school. Integrate training and opportunities for students seeking a vocational path after graduation.

### Outcome Measure 4:

All students choosing not to apply for college will participate in Workforce Connections programing.

## Objective 5:

Increase student exposure to positive adult role models and foster community engagement in the middle and high school.

### Intervention 5:

Further develop relationships with existing mentoring programs (e.g. Adopt a Cop, Big Brothers Big Sisters, etc.).

### Outcome Measure 5:

All students demonstrating academic or social/emotional risk will be connected with a mentoring program.

# Goal 2 Achievements

Prompt movement toward success.

## Accomplishments

The following selected policies, programs and practices are in place and support **Goal 2: All young people will graduate from high school ready for college and career.**

### Policy, Programs and Practices

Love and Logic Training (August 2014) – Teachers at one MBK elementary, middle, and high school were given training on the Love and Logic evidenced based curriculum as a part of their school-wide positive behavior support plan. Teachers are utilizing this intervention as a part of the progressive discipline plan.

MBK Back to School Event (September 2014) – This event was a gathering of community support agencies hosted at one of the MBK schools and provided families with access to wraparound services (health care, housing support, employment services, etc.) The event also provided school supplies for families and strategies for supporting youth during the academic year.

MBK Education Media Outreach (September 2014) – Nevada Partners partnered with PBS to create a short film dispelling myths about the school district, education, and the performance of young men of color in Las Vegas. This film was used for the recruitment of community agencies and for garnering community support for MBK.

Batteries Included (Ongoing) – This enrichment program targets high school students with a goal of keeping kids on track to graduate through college preparation, career planning, leadership and service learning.

Men Mentoring Men (Ongoing) – This is a targeted social skills training class that is offered to at-risk young men in the MBK middle and high school. This enrichment course is offered during the school day and promotes positive choices, future planning, and goal orientation.

# Goal 3

The "School to Prison" pipeline will be eliminated.

## Objective 1:

Reduce the number of African American youth who come in contact with the Juvenile Justice system.

### Intervention 1a:

Development and Implementation of a Juvenile Justice Assessment Center.

### Intervention 1b:

Develop and improve utilization of existing diversion programs for youth.

### Outcome Measure 1:

Elimination of the disproportionate representation of African Americans in the juvenile justice system.

## Objective 2:

Reduce recidivism in the Juvenile Justice system.

### Intervention 2a:

Increase targeted social support for youth upon contact with the Juvenile Justice system.

### Intervention 2b:

Couple diversion programs with evidence based mentoring and social skills training.

### Outcome Measure 2:

70% reduction in recidivism in the juvenile justice system.

## Objective 3:

Improve cross-agency collaboration and data-sharing to provide more efficient wrap-around services for at-risk youth and their families.

### Intervention 3:

Create a process for sharing individual and disaggregated data that can be tracked longitudinally across systems.

### Outcome Measure 3:

Utilization of a multi-agency data dashboard to guide social service intervention planning and implementation.

# Goal 3 Achievements

Prompt movement toward success.

## Accomplishments

The following selected policies, programs and practices are in place and support **Goal 3: The “School to Prison” pipeline will be eliminated.**

### Policy, Programs and Practices

Summer Success Convening (July 2014) - This workshop and panel discussion was attended by nearly 300 local youth, with guests Congressman Steven Horsford and Associate Attorney General Tony West from the Department of Justice. The focus of the workshop was to provide the community with information along with breakout sessions allowing community leaders, delegates and educators to hear unique perspectives from young people on the challenges they face in the areas of:

- Criminal Justice
- 3rd Grade Literacy
- Parent Engagement (Youth Perspective)
- Early Childhood Development
- Education Reform & School Discipline
- Healthy Communities

One House Town Hall (September 2014) – A series of town hall meetings was sponsored by the UNLV Black Law Student Association. They were aimed at raising awareness about the disproportionate number of African Americans in Las Vegas interfacing with law enforcement. The panels in these meetings also informed community members of their rights in regards to interactions with law enforcement.

CCSD School Police Diversity Initiative (Ongoing) – This initiative is a training program for people of color who work for the school district and have an interest in law enforcement. This program incentivizes individuals to join the CCSD police in effort to increase diversity and cultural competence in their officers.

# Work in Progress and Timeline

Building on prior work.

## Needs Assessment

To initiate a data-based approach to decision making, the Las Vegas MBK will begin with a thorough needs assessment in the designated schools and communities.

- Meetings with primary stakeholders November 2014 - (e.g. parents, teachers, administrators, representatives from community organizations). These meetings are designed to provide information about MBK and the goals being targeted. They will also facilitate discussions and leverage collaborative service delivery in the target community.
- Development of Memorandum of Understandings January 2015 - the City of Las Vegas will establish contacts and begin facilitating shared data policies between the city and the large entities that are participating in the project such as the Clark County School District and Department of Juvenile Justice Services.
- Survey of existing programs January – June 2015 – Community agencies and schools participating in MBK will provide information about services that are currently being delivered in the target community. Information about populations these programs serve, outcomes from the interventions, and capacity for growth will be collected.
- Survey of community needs January-June 2015 – Parents, teachers, administrators and community members will participate in a needs assessment survey. This survey will gather updated information about perceived community needs and utilization of existing resources.

The following items will be generated from this needs assessment:

- Memorandums of Understanding between the City of Las Vegas and key agencies (e.g. Clark County School District, Department of Juvenile Justice)
- Finalized Program Evaluation Plan and Goals
- Finalized Individual Evaluation Plan Budget
- Needs Assessment Action Plan
- Pilot Testing and Early Analysis Action Plan
- Identification of Evaluation Team members

# Work in Progress and Timeline

Building on prior work.

## Data Analysis

Data analysis is being broken into two primary phases. This will foster the analysis of community needs based on information gathered from the needs assessment. The second phase will focus primarily on the monitoring of existing interventions as well as the implementation of evidence-based interventions.

### Phase 1

- Needs Assessment Data Analysis June 2015 –August 2015 – Based on needs assessment findings, community needs that align with the goals will be identified. Additionally, interventions presently demonstrating some effectiveness will be selected for additional progress monitoring and potential scaling.
- Identification of Evidence Based Interventions June 2015-August 2015 – Interventions and innovations based on reported needs will be identified and selected. Providers for those interventions will be contacted and scalability will be discussed if necessary. Progress monitoring plans and common outcome measures will be identified.

From Phase 1, the following items will be generated

- Collection and analysis report
- Needs assessment report
- Existing program/services integration plan
- Existing program/services outcome data
- Evidenced based intervention recommendations

# Work in Progress and Timeline

Building on prior work.

## Data Analysis

Data analysis is being broken into two primary phases. This will foster the analysis of community needs based on information gathered from the needs assessment. The second phase will focus primarily on the monitoring of existing interventions as well as the implementation of evidence-based interventions.

### Phase 2

- Existing program progress monitoring August 2015-May 2016 Beginning in August, programs identified through the needs assessment as directly serving the MBK goals will be monitored for effectiveness. Quarterly reports of progress toward identified outcomes will be generated and provided for the Innovations in Education Board.
- New program outcome data collection August 2015-May 2016 Beginning in August, new evidence based interventions selected for implementation will be initiated. Baseline data on the initial effectiveness of these programs will be collected using predetermined outcomes.

From Phase 2, the following items will be generated

- Baseline Data and Quarterly
- Meetings with stakeholders
- Evidenced based intervention recommendations
- Training and Professional Development plan



# Work in Progress and Timeline

Building on prior work.

## Data Dissemination

The findings of the needs assessment and the data analysis will be used to generate quarterly reports on the City of Las Vegas' progress toward the three identified goals. Based on intervention effectiveness, the Innovations in Education board will determine if adjustments should be made or if interventions should be discontinued.

Reports generated from data analysis will be made available to schools, parents, and community stakeholders. Additionally, Nevada Partners will continue to hold meetings for community agencies to share progress toward goals.

## Professional Development and Capacity Building

As demonstration of the continued commitment to building the community, the City of Las Vegas will work in partnership with Nevada Partners and Targeted Creative Solutions to build the capacity of nonprofits and service providers in the Las Vegas valley. This includes promoting the scalability of existing programs through targeted training and professional development for community agencies. This capacity building should promote the expansion of evidence based interventions and ownership of those interventions in the community.

Further, the capacity building workshops will insure the use of common metrics to measure the outcomes of the work being done to improve out community.

# Work in Progress and Timeline

Building on prior work.



## Dismantling the Pipeline to Prison

As a part of our commitment to the My Brother's Keeper Initiative, Las Vegas is committed to juvenile justice reform. Youth referred to the Clark County Department of Juvenile Justice Services (DJJS) represent some of the more racially/ethnically and socially disadvantaged groups in the community. Although African American youth comprised only 10% of the youth population in Clark County, they accounted for 30% of all youth referred to DJJS. This overrepresentation of minority youth referred to the Clark County DJJS is representative of the disproportionate minority contact issue plaguing juvenile justice systems nationwide. It is this process of disproportionately referring students of color into the justice system that creates the "school to prison pipeline".

Presently, Las Vegas is receiving technical assistance from the National League of Cities to support the development and implementation of a Juvenile Justice Assessment Center focused on providing alternatives to criminalization for status offenses and low level delinquencies and support for the families of these at-risk youth. Through this, outcomes such as a reduction in the number of youth of color having contact with the juvenile justice system, reduction in juvenile recidivism, increased high school graduation rates for youth of color, and increased numbers of youth from Las Vegas attending colleges, universities and post-secondary options are expected. Additionally, it is anticipated that public safety will be positively impacted as the number of youth committing crimes will decrease and the number of youth involved in violent crime will decrease due to the supports provided by the assessment center. Also it is believed that this center will result in an improvement in the utilization and quality of social services provided by enhancing their networks and communication.

# References

Building on prior work.



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## **City of Las Vegas**

Las Vegas City Council: Mayor Carolyn G. Goodman  
Mayor Pro Tem Steven D. Ross, Ward 6 ~ Councilwoman Lois Tarkanian, Ward 1  
Councilman Ricki Y. Barlow, Ward 5 ~ Councilman Stavros S. Anthony, Ward 4  
Councilman Bob Coffin, Ward 3 ~ Councilman Bob Beers, Ward 2

City Manager: Elizabeth N. Fretwell

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